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ACADEMIC PROGRAM REVIEW OF THE DEPARTMENT OF PHILOSOPHY

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- 1. Introduction**
- 2. Undergraduate Program**
- 3. Graduate Program**
- 4. Faculty Research and Scholarship / PhD Program**
- 5. Faculty and Staff**
- 6. University Support**
- 7. University and Community Service**
- 8. University Citizenship**
- 9. Summary of Recommendations**

1. Introduction

Memorial University Philosophy Department consists, at the date of this report, of seven tenured or tenure-stream faculty members. The Department offers a B.A .and an M.A. degree. The Department is also closely involved with the M.Phil in Humanities - indeed, this program, though interdisciplinary, originated in the Department and has always been associated with it. (The comprehensive materials provided to the committee did not contain any information about the M.Phil in Humanities.) In a given academic year, the Department has approximately 1,500 undergraduate enrollments taught in an average of 53 sections. There are usually about 15 MA registrations annually, and six graduate courses, though these are usually tied into 4000-level seminars.

Undergraduate Enrolments 2000-2006

	00-01	01-02	02-03	03-04	04-05	05-06
Faculty	8	8	7		8	8
1000 #s	432	418	406	506	307	485
2000 #s	684	930	928	975	996	862
3000 #s	166	154	170	139	146	172
4000 #s	77	64	47	56	47	49
Total	1,359	1,566	1,551	1,676	1,496	1,568
Majors	47	32	28	37	41	?
Sections	50	54	48	54	57	64

That a small number of permanent faculty can deliver these programs rests on three factors. First, the permanent faculty work hard, and carry significant loads in terms of committee and other University service. Second, retired faculty continue to take an active interest in the Department, and make a definite contribution to its activities. Third, and perhaps most importantly, the Department can draw on the expertise and availability of a significant number of well-qualified individuals who teach regularly on a per course [PCI] or contractual basis. There are also three cross-appointees, with Education (one) and Medicine (two).

The permanent faculty view retirees, cross-appointees, contractuels and PCIs as genuine

colleagues, and they are integrated into the Department's life and work so far as is possible. This attitude speaks to the emphasis which the Department places, and has always placed, on collegiality, cohesiveness and inclusivity. Everyone we interviewed spoke of a positive, open and encouraging environment, describing the Department as a good place in which to work and to learn. The discipline is valued and promoted, committed students are nurtured (they face high standards), and there is an exceptional esprit de corps. This enthusiasm and energy fuels seminar series, public lectures, and exemplary community-oriented activities. The Panel was, all in all, very impressed by what the Department is able to achieve given the resources allocated to it by the University. One faculty member used the phrase "excellence on a shoestring." We concur.

The Department has significant strengths, and these should be fostered and encouraged by the University. However, no academic program at Memorial should rely indefinitely on the goodwill of retirees and the continuous hiring of underpaid (we heard the adjective "exploited") contractuales and PCIs. If Philosophy is to become a firmly-established and central discipline in the Faculty of Arts (which it should be), then the permanent faculty complement should be fixed at a minimum of eight. Indeed, with fewer than eight members the Department cannot function adequately. The Panel is also agreed that the Department has a good case for the allocation of at least two additional permanent positions to the Department, for a total of ten permanent faculty.

The Panel understands that a position in phenomenology will be advertised (subject to budgetary approval), and we agree that a position in ancient philosophy will be absolutely essential when Dr. John Scott retires in 2008. Beyond that, however, we think that the definition of new appointments should derive from a fundamental reassessment of the Department's goals - in business-speak, from a vision statement. We urge the Department to begin without delay a review of its undergraduate and graduate programs, to assess its strengths and weaknesses, and to define what sort of a department it wants to be in, say five years' time. The self-study prepared for the Panel did an admirable job of describing the Department's past and present; it did not, however, adequately address the future. We therefore believe that the Department needs to ask some basic questions about its focus and direction, and that this discussion should precede any hiring recommendations (other than those mentioned above). Among the issues which must be discussed is how far the Department can or should continue its historical approach to the discipline; whether the graduate program should be expanded; ways and means of attracting more students, both undergraduate and graduate; the desirability (or otherwise) of joint appointments, and how to encourage a stronger record of faculty research and publication.

Without wanting to prejudice the outcome of this review, the Panel believes that the Department should probably accept that, given its small size, it cannot cover all aspects of the discipline. Even so, greater emphasis should be placed on contemporary and analytic philosophy than is the case at present. The Panel understands that the possibility of a joint appointment in the philosophy of science is under discussion with the School of Business. We are not convinced that this would be advisable, and we think that the proposal should be shelved pending the recommended undergraduate program review.

Recommendation 1: The permanent faculty complement of the Department of Philosophy should not fall below eight (8), which the Panel views as a critical mass for its normal functioning.

Recommendation 2: The Department has a strong case for two additional permanent positions. In the Panel's view these two new positions will allow them to consolidate what they have at present time and lay firm foundations for the future development.

2. Undergraduate Program

All the members of the Panel were struck by the dedication of the faculty - both permanent and shorter term - to their teaching, to their students, and to philosophy. They were unsurprised that this dedication was reciprocated with the kind of gratitude and appreciation that fosters deep and lasting loyalties on the part of the Department's students. It was clear to the Panel that what the Department does in terms of "developing an inclusive research departmental culture of sustained intellectual inquiry as the essential basis of [its] research and pedagogy," it does very well. Indeed, it is in many respects remarkable that the Department achieves so much in the face of such serious constraints. While other parts of this report speak to the necessity of restoring the tenure and tenure-track complement to eight, to making sure that it does not ever fall below eight again, and, with time, to adding two further permanent positions, this part of the report will offer recommendations and suggestions that might be considered about the undergraduate program, bearing in mind the current staffing realities.

It was the Panel's view that a thorough review of the undergraduate curriculum is overdue. This review should be undertaken with several immediate - and interrelated - aims in mind. Most importantly, the curriculum review should serve as a way for the Department to decide how it can best use its strengths to offer a curriculum that "integrates significant exposure to the main historical traditions in western thought with the opportunity for systematic reflection on current philosophical problems." It should also permit the Department to think about how it wants to build upon and complement those strengths in the next several years. This will no doubt involve some discussions concerning how comprehensive the curriculum currently is - and how comprehensive it is realistic to aim for it to be. The review should be forward-looking: it should define a vision towards which the Department aims to work over the next several years. Given the Department's stated concern about undergraduate course enrollment numbers in Philosophy, the curriculum review should also bear in mind the desirability of attracting and retaining more undergraduate students to Philosophy. A further aim of the curriculum review should be to increase the proportion of permanent faculty teaching in lower-level classes. The Panel recognises that there may well be practical constraints operating (time tabling issues, space issues, union issues, the possibility of hiring tutorial leaders, etc.) about which it is not well versed, but it urges that the curriculum review should be undertaken in the context of exploring different delivery models which might make it possible to return more of the permanent faculty complement to lower-level teaching. These discussions may well involve thinking about ways in which to streamline the curriculum at all levels.

Recommendation 3: Undertake without delay a thorough review of the undergraduate curriculum, which will serve to articulate the strengths of the Department's undergraduate program. Desired outcomes include having a program that attracts and retains more undergraduate students to Philosophy, finding ways to enable more permanent faculty resources to be moved back into the lower level courses, and streamlining the curriculum.

The members of the Panel had several specific curricular recommendations, as well as several more general suggestions.

Courses which are designated as "inactive", which have not been taught for several years, and which are unlikely to be taught in the foreseeable future, should be eliminated from the calendar. While these courses may in some sense contribute to what the Department once considered a fully rounded curriculum, to retain lists of courses that are not offered and that are unlikely to be offered in the near future is misleading to students and may serve to influence unduly the Department's collective vision of itself as it moves forward.

Recommendation 4: Eliminate from the calendar those courses which are deemed 'inactive' and which have neither been taught for several years, nor are likely to be offered in the near future.

Introduce a first-year course in Critical Thinking. Such a course is standard in most undergraduate philosophy curricula across Canada; it often attracts students who might not consider courses which are more historically based and/or textually oriented; and it often succeeds in converting these very students to Philosophy majors. Again, although local conditions vary, it is sometimes possible to deliver such courses relatively efficiently in terms of faculty resources: sometimes marking can be done by graduate students or fourth year undergraduates; sometimes larger classes can be supplemented with 'workshop' hours; sometimes computer-assisted supplemental delivery is possible. When done well, these courses can serve the rest of the university community well, and when they acquire the right reputation are often recommended by other Departments to their students.

Recommendation 5: Develop and introduce a first-year course in Critical Thinking.

Review the current practice of offering multiple sections of two first year courses and one second year course as entry courses into the program. Admirable as it is to aim for small class sizes in one's introductory courses, the reality is that very few of these courses are being taught by permanent faculty. Although the members of the Panel were impressed by the quality and the dedication of the PCIs and the sessional appointees, they were of the view - as is the Department in its own self-assessment - that more permanent faculty ought to be teaching introductory courses. The Panel also thought the Department ought to review the policy of offering both PHIL1200 (Introduction to Philosophy) and PHIL1600 (Philosophy of Human Nature). This discussion should occur in the light of what role faculty members see their introductory courses serving. Given the faculty complement, it may be necessary to explore different delivery models at the first year level. One alternative is to offer introductory courses with larger lectures and

smaller tutorial groups (perhaps of 20 or so). Sometimes this can work very well, depending on the availability of classroom space and, most importantly, good tutorial leaders. Clearly, faculty could not be expected to conduct all the tutorials in large first year courses themselves. The question of availability of graduate student TAs may be partly tied up with questions about completion times of MA degrees, and union issues will be relevant to the feasibility of hiring TAs who are not graduate students. (It was unclear to the members of the Panel whether the R/W designation had to be sacrificed if only one credit hour out of three were delivered in a small group. It certainly did not seem to the Panel impossible to meet the aims of the R/W courses in larger classes with smaller tutorial groups.)

Recommendation 6: Review the current practice of offering multiple small sections of two first year introductory courses and one second year introductory course.

Given the commitment to a historical focus in the undergraduate curriculum, the members of the Panel were surprised that PHIL2701 (History of Ancient Philosophy) and PHIL2702 (History of Modern Philosophy) were not both required courses. The Panel recommends that the Department think about making both these courses required courses for the major, joint-honours, and honours degrees. This change would seem in the spirit of the undergraduate program mandate as articulated in the self-assessment document.

Knowing that all one's students had this historical grounding (usually by the end of their second year) might permit some rationalisation of course offerings at the 3000 and 4000 level.

Recommendation 8: Consider making both PHIL2701 and PHIL2702 required courses for Philosophy majors, joint honours, and honours students

The following are suggestions and observations, some of which come from the APR report provided to Panel members and some of which arose in our discussions with faculty and students during our visit. The members of the Panel urge the Department to think seriously about them.

The members of the Panel were not convinced that the undergraduate curriculum was quite as comprehensive as the Department claims. In particular, the Panel thought that what can be broadly construed as contemporary analytic philosophy was relatively under-represented. If the Department wants to aim to offer its students more in the areas of logic, philosophy of language, philosophy of mind, and philosophy of science according to any predictable schedule, it will have to think of consolidating or eliminating some other courses. It would appear that there might be room for consolidation of some courses, particularly at the 3000- level. If listing fewer courses can result in offering them according to a more predictable schedule, students will be in a better position to make informed choices about course selection.

Sometimes it is possible to cross-list courses in cognate Departments with Philosophy, and vice versa. Although this might result in "losing" some student numbers when Philosophy students take cross-listed courses offered out of other Departments, it may serve to make the Philosophy program more attractive overall, thereby increasing the number of majors. And if there are

reciprocal arrangements, Philosophy may stand to “gain” some students from other Departments taking Philosophy courses that are cross-listed with those other Departments.

The major degree requires 36 credit hours in Philosophy, of which 30 credit hours are quite specifically prescribed. The joint honours degree requires 45 credit hours in Philosophy, of which 36 credit hours are quite specifically prescribed. And the honours degree requires 60 credit hours in Philosophy, of which 39 credit hours are quite specifically prescribed. This imposes quite serious constraints on the number of courses that the Department needs to offer on an annual basis if its students are to be able to complete their degrees in four years. If there were some careful reorganisation of courses and long-term planning about the schedule according to which they would be delivered, particularly at the 3000- and 4000-levels, perhaps having a specific number of 3000- level credits required (rather than specific courses) and a specific number of 4000 level credits required (rather than courses in a specified range) would permit the offering of fewer 3000- and 4000-level courses and at the same time would ensure the desired breadth.

It is the perception of the undergraduate students that grading standards are higher in the Philosophy Department than elsewhere in the university. A check with the figures produced by the Office of the Dean of Arts would seem to confirm this, at least relative to other Departments within the Faculty of Arts. Philosophy is difficult, and Philosophy grades probably tend to be lower, on average, than the grades in many other disciplines. But it is worth thinking about whether Philosophy students are being penalised relative to other Memorial students from other Departments when numbers of students on the Dean’s Honour Roll are cited or when students apply, for example, for SSHRC scholarships, and whether they are being penalised relative to Philosophy students from other universities when they apply elsewhere for graduate schools. The undergraduates with whom we spoke volunteered that much more effort was required in their Philosophy courses than in their non-Philosophy courses, and their grades rarely reflected this extra effort. They wondered whether what they perceived as more rigorous grading standards served to deter other students from taking Philosophy courses as electives. The Panel also wondered whether the additional effort Philosophy students thought they were expending on their Philosophy courses was at least in part responsible for many of them taking a fifth year to complete their degrees. As well as having the lowest average grade amongst the Arts Departments, Philosophy also has the lowest average course load per student. The members of the Department would be well advised to discuss grading standards and ways in which they are explicitly or implicitly perpetuated.

Although the undergraduate students with whom we spoke did not complain about course selection, several of them expressed unhappiness with what they perceived as pressure to discourage fourth year students to write a thesis combined with the scheduling of the Comprehensive Exam course in the winter term only. For students who were completing their degree in a fifth year, this obliged them to stay on a full extra year instead of the fall term only. The Department might explore possible solutions to this problem.

The members of the Panel were unclear of the need to offer - or the desirability of offering - so

many sections of versions of the Contemporary Issues course. They wondered whether there was room for some efficiency here; they were also concerned about the range of course selection at the 2000-level for Philosophy majors who did not wish to do Contemporary Issues courses.

Although it is clear that members of the Department are exceedingly conscientious teachers, it remains the case that due to very small class sizes at the upper levels and the recent tendency to have permanent faculty teach primarily 3000- and 4000-level courses, permanent faculty are not, on average, teaching large numbers of students. Nor are they teaching a significant percentage of philosophy student course registrations, although they may be teaching a significant percentage of Philosophy majors and honours student course registrations. According to the figures provided to the Panel, permanent faculty are teaching only 38% of philosophy student course enrolments and only 40% of Philosophy undergraduate courses in Fall 2006-07. This is not optimal, for a variety of reasons. It points to a need for more permanent faculty, but it also points to a need to review the curriculum with an eye to streamlining and redistributing resources.

The issue of the low proportion of female students in upper level Philosophy courses and as declared majors was raised in our discussions. This is not an uncommon phenomenon at Canadian universities. Nonetheless, it is a matter about which the Department is right to be concerned. There are, no doubt, several explanations - and no simple solutions. While course content may be one factor, it may also be that extra effort is required to encourage into Philosophy all those students, regardless of gender, who may be less confident engaging in philosophical debate (especially oral debate), which they may tend to think of as confrontational and which they may interpret as a personal attack. In the case of female students, it might help to institute an informal mentoring system whereby more senior female students are paired up with more junior female students. Encouraging participation on the part of female students in the Philosophy Society and inviting students to organise a student conference might also get students with different skills more actively involved and thereby serve to boost their confidence. Making students aware of CSWIP events might also help.

The Diploma in Applied Ethics seems to be an attractive option for a small number of students. The labours involved in setting up internships may now be bearing fruit, but it will be worthwhile monitoring the investment on the part of faculty in the running of this diploma program versus the benefits to students, the community, and faculty.

It will be important in the Department's review of its curriculum to make sure that Memorial's Philosophy graduates are well prepared to compete nationally, should they wish to go on to graduate school. Clearly, with small class sizes, with the very generous support of their instructors, and with opportunities to participate in an active philosophical community, Memorial graduates have some real advantages.

The Department ought to consider implementing a mechanism for consulting with students, particularly recent graduates who have gone elsewhere for graduate work, to see whether they

have felt well prepared relative to their peers, and if not, where they felt they were lacking.

3. Graduate Program

The Department has an extremely effective one-year MA program. It is clear from all accounts that the faculty are successful in providing an environment in which students' intellectual growth is stimulated and nurtured, and in which they receive a rigorous training in philosophical argumentation. Students remarked on how they were "happy with the character of the Department" and that "it is a good place to grow".

The distinctive character of the program, as of the Department, lies in the inclusive nature of its operation. There is a rigorous intellectual life, fostered by the weekly "Jockey Club" meetings, as well as by the various lecture series to wider audiences. The graduates benefit immensely from this initiation into philosophical debate, and it gives them a strong feeling of community with the faculty, as well as with the senior undergraduates, retirees, and contractual instructors, who also regularly attend these meetings. Students remarked on the openness of faculty, and their ready availability for advice and mentoring. It is clear that the faculty take very seriously their teaching and supervisory responsibilities, and this is much appreciated by the students.

The Department has deliberately cultivated this inclusive environment—the "culture of collegiality", as the Head calls it—and is right to regard it as a major asset in attracting students to MUN. Several graduate students noted that they had been able to recognize this attention to the student as individuals even during the application process, and that this had been a significant factor in their decision to come to Memorial. This competitive edge is significant, especially given the comparative paucity of funding. With an intake of seven students to its program this year, the Department has shown remarkable success in attracting students to its program without lowering standards. Regarding the latter, MUN is doing well: over the past five years the intake has been about evenly split between B+ and A- students, whose average over their last 20 philosophy courses has on average been an A-. The Department has been remarkably successful at recruiting qualified graduate students, and at placing them in doctoral programs elsewhere.

That said, the provision of adequate funding constitutes a very serious challenge for the Department. The current level of \$8,500 for most of the students, together with sometimes a couple of GA assignments of \$950 each, amounts to a maximum of \$10,400, out of which students must pay their fees, board and lodging, and buy their books and supplies. (In a 1-year degree program, the Department does not like to offer more than one GA unit.) In the case of foreign students, there are no tuition fee bursaries to offset higher fees, and foreign students are in any case ineligible for funding for their first two terms at MUN. This level of support is not adequate. Worse, however, is the situation to come. The current level of support has been sustained only due to an accounting error by Graduate Studies, which had continued to fund the Department at the rate for a 2-year MA program for long after it had changed over to a 1-year degree. On realizing the error, in March 2005 Dean of Graduate Studies Dr. Chet Jablonski generously agreed to cushion the effect of immediately imposing the correct funding formula by

allowing a 4-unit subsidy through 2006-07, calculating the eligible enrolment “on a go-forward basis”. But there will be a real crunch when the correct funding formula is finally applied in 2007-08. If the Department cannot avail itself of other sources of funding, it appears it will be left with a stark choice between taking roughly half students at the same rate as those currently funded, or offering students substantially less GS funding and thereby much reducing their prospects of having applicants accept their offers.

Regarding the possibility of other sources of funding, one option urged by the Graduate Dean would be to “select graduate students whose interests intersect with faculty research so that support from faculty research grants becomes feasible.” One member of the Department has had success in this direction: Dr. Arthur Sullivan recently won a SSHRC grant which enables him to fund one MA student in each of the three years the grant is tenable. There are several reasons, however, for doubting that this could be a significant source of funding for philosophy graduates. One is the paucity of grants available: an applicant is far more likely to have his or her grant accepted as fundable but not funded owing to insufficient funds. The second reason for skepticism is the inapplicability of this model of student support to philosophy research. Research in philosophy is far less conducive to co-operative projects than in other disciplines, and joint papers are the exception rather than the rule. While a graduate student could be employed in the sciences or social sciences to conduct experiments or surveys or collect data of some kind, there is no obvious parallel in philosophy. Apart from working on a bibliography or doing a literature search for a faculty research project, there is generally little work that can be farmed out in this way. For these reasons funding students from faculty research grants does not appear to us to be a plausible model for a source of stable funding.

The problem of graduate student funding is particularly pressing given the much more attractive packages being offered to students at universities on the mainland. To give a representative sampling: at Queens University, fellowships are typically in the \$10,000 range and MA students receive an assistantship of about \$5,400 in their first year; at Windsor (about the same size as Memorial), a graduate assistantship for MAs averages \$7,000 over 2 terms, and there are also scholarships covering tuition fees, some with an additional \$5000. At McMaster, MA students receive a \$9,140 teaching assistantship for the first two years with additional scholarship funding of \$4,500 in the first year and somewhat less in the second; at Simon Fraser University, teaching assistantships for MAs are about \$5,000 per term, with occasional research assistantships also offered. At Dalhousie, where they have a one-year program, students normally receive a fellowship/teaching assistantship totaling \$15,500, and at Calgary MA students receive full financial support in the form of two graduate teaching assistantships and a graduate research scholarship of over \$17,000. It should also be mentioned that in Ontario there is currently Graduate Expansion, so that over the next couple of years the competition from that province for MA students can be expected to become even more intense. In all these cases, students also have available to them other forms of funding—mainly SSHRCs and provincial scholarships. There is a vicious cycle here, in that the less attractive the financial package the harder it will be to attract the A students who will qualify for SSHRCs and other external sources of funding, and the less will be the contribution from external funding to the overall funding of the other students. It is clear, therefore that with its current level of funding MUN is not well placed to compete for quality MA students. This panel therefore urges the Administration at MUN to provide much

improved funding to its Faculty of Graduate Studies if this Department, and others at MUN, are to have a chance of sustaining quality graduate programs in the face of the competition.

Recommendation 8: The Administration at MUN should provide much improved funding to its Faculty of Graduate Studies in order for Departments to remain competitive for the best graduate students.

A second serious challenge facing the Department is the issue of completion rates. In 1997 the Department moved from a 2-year MA with thesis to its current 1-year program, but kept the thesis requirement. The deadline for acceptance and completion of the Master's Thesis is June, but in practice they are able to accept and process theses until August 1st. Currently only some half of the students enrolling in the MA program finish by this deadline, and the average time for completion is a little over two years (24.8 months). This reluctance to finish has multiple causes, and in interviews both faculty and students put it down to "personal choice" rather than the impossibility of finishing five half courses and a thesis within 9-11 months.

But to the Panel it appears that the poor completion rates are symptomatic of a deeper problem which the Department needs to address. There is an unresolved difference of opinion about what constitutes an adequate MA thesis for the 1-year program. Officially, students are strongly advised to limit their theses to about 70 pages, and given this limit some faculty see the standard as being more nearly that for a senior research paper. In practice, however, students wishing to undertake more ambitious writing projects are encouraged to do so. This seems to reflect a standard that was more apposite for the older two year program. The panel believes that the Department needs to revisit and consider adjusting its requirements for the one-year program in order to make completion of the program in one year more nearly the norm. To this end we submit the following suggestions for consideration:

1. To move one of the three courses currently required in Term 2 instead to Term 1. We understand the Department is already considering moving its seminar from the Winter back to the Fall Term. This should help; it certainly seems desirable for one of the courses to be moved (so that the load is split 3-2 rather than 2-3), in order to enable students to begin work on their thesis in good time.
2. To discontinue the requirement of an MA thesis, and replace it with a senior research paper that would be done as the culmination of one of the Winter Term independent study courses. The advantages of this would be that (i) the students would have to finish the paper to finish the course, and would be less likely to see it as a *magnum opus*; (ii) the Department would no longer be subject to the Graduate Studies deadline for thesis submission, also facilitating the quicker finishing of the degree.
3. If it is considered undesirable to give up the thesis requirement, reduce instead the number of courses required.

Recommendation 9: The Department should undertake a review of the MA program and especially the thesis requirement, with a view to making completion of the program in one

year more nearly the norm. The distribution of required courses should be reconsidered and perhaps adjusted, and the requirement of a formal thesis should either be replaced by that of a senior research paper, or be better defined and be accompanied by a reduction in the number of courses required. Desired outcomes include a more streamlined course of study, a clarification of the requirements for a satisfactory thesis or senior research project, and above all, an improved completion rate.

4. Faculty Research and Scholarship/PhD Program

In its Self-Study, the Department asks for an examination of the feasibility of developing a PhD program in Philosophy at Memorial. Since this raises questions about the level of research, creative activity, and generation of external funding that are ongoing in the Department, it seemed appropriate to the Panel to consider the prospects for a PhD together with an evaluation of faculty research and scholarship.

In the context of Memorial's general move towards the development of its graduate programs, the Department suggests that its historical and systematic orientation would enable it to provide a "relatively comprehensive foundation for doctoral work". It suggests it could offer students a "historically oriented doctoral program with a strong emphasis on the connection of the history of philosophy with systematic issues in epistemology, metaphysics and ethics, and with different orientations (analytical as well as continental)". It is true that Philosophy at Memorial has strengths in these areas, as indicated by the teaching and research interests of the faculty. We note that the Department is currently doing, and has recently done, a great deal with its slender resources: Direction of the Master of Philosophy in Humanities, expansion of the Diploma in Ethics Program, creation of the Cognitive Science Lecture Series, as well as the holding and hosting of numerous lecture series and colloquia. In addition, between 2003 and now members of the Department have produced an edited book and 18 invited or peer-reviewed articles or book chapters (Bradley 3, Oman 3, Rajiva 2, Scott 2, Stafford 0, Sullivan 6, Thompson 1, Trnka 1). This is commendable productivity, but one might still question whether the publishing profile of the Department is where it needs to be to be able to attract prospective doctoral students. Are all the articles being published in the kind of first rate journals and high profile book collections that will be necessary for the faculty members' work to attract the attention of prospective students?

The Panel also expressed some doubts about how comprehensive a coverage the Department is able to offer with its current resources. Although there are both analytical and continental approaches taken to a number of issues, and although this ambidexterity is indeed a strength of the Department, it is arguable that the Department needs substantially more strength in the broadly analytic areas. To have only one faculty member who can teach courses in, or knows recent literature in, Logic, Philosophy of Language, Philosophy of Mind, Cognitive Science, Philosophy of Science, and Philosophy of Psychology, is an indication that the Department should think more carefully about whether it does indeed have the balance for which it strives, and which would be necessary for the positioning of itself as a viable candidate for a doctoral program. Although the Department is quite right to consider promoting as one of its strengths the kind of connection between systematic and historical philosophy it pursues, the panel believes it

should nevertheless consider the need for further support in these areas of modern systematic philosophy of a broadly analytic stripe when it comes to competing for new positions. Thus while the panel understands the Department's ambitions to have a PhD program, we believe that more immediate needs should be addressed first. We believe that the Department needs a stronger research profile, with more publication and a fuller representation in certain areas of philosophy, in order to position itself for a competitive doctoral program.

Recommendation 10: In order to position itself for the possible development of a PhD program, the Department should be encouraged first to develop a stronger research profile in the areas of its expertise. It also needs to ensure that it is able to provide a balanced program, and, in order to consolidate its existing strength in connecting the history of philosophy with systematic issues in epistemology, metaphysics and ethics, is encouraged to consider the need for bolstering its faculty resources in broadly analytic philosophy.

In the past two years, faculty members have been awarded an SSHRC grant of \$55,000 for three years, and a Department of Justice grant of \$25,000. Such a record of scholarship winning is quite respectable compared with the kind of ratios found in other philosophy Departments, and a demonstrated ability to win such external awards is a valuable mark that the Department is meeting external standards of scholarship. But this is by no means the only criterion by which the Department's research productivity should be assessed. While it is true that one is only likely to win an SSHRC grant if one is a productive researcher, the converse by no means follows: unfunded research is the norm in philosophy and much of the humanities, and there are many prolific researchers who do not receive funding. (Indeed, what philosophers need to support them in their research is precisely what SSHRC has so far been unwilling to grant: modest multi-year roll-over grants enabling productive researchers to attend conferences and workshops and visit archives; and, above all, teaching release time, which SSHRC is traditionally very reluctant to award.)

Recommendation 11 : Members of the Department should be encouraged to continue to apply for external grants such as SSHRCs; but with no expectation that they will not be able to be productive researchers in the absence of such grants.

5. Faculty and Staff

In the mid-1980s, the Philosophy Department had ten full-time faculty members, a half-time cross- appointment, and (in 1986) a one-year contractual position. Like most Departments in the Faculty of Arts, the faculty complement has dwindled and this semester stands at seven. One position is being advertised but remains subject to budgetary approval. The administrative assumption, since 2000-2001, seems to be that the Department can function adequately with eight members. However, leaves and administrative remissions mean that the regular faculty cannot deliver 40 courses each academic year. Even if they could, this would not be sufficient,

since the Department regularly offers over 50 undergraduate course sections each year, and also has to provide graduate courses and honours and graduate supervisions. The result is that the Department has to rely on cross-appointees, retirees, and per-course and contractual instructors.

UNDERGRADUATE SECTIONS TAUGHT BY NON-REGULAR FACULTY

	F 04-05	W04-05	S 04-05	F 05-06	W 05-06	S 05-06	F 06-07
Ct/PCI *	8	9	8	11	11	10	14
Cross	1	1 2	2	1	2	3	1
Retiree	1	1	---	1	--	--	--
Totals	10/24	11/22	10/12	13/24	13/26	13/14	15/26

* Contracts/Per Course Instructors

The table above shows that Spring semesters are almost entirely staffed by non-regular instructors, and that for them to teach half of the undergraduate sections offered in other semesters is not unusual. That similar situations exist in other Departments in the Faculty of Arts does not make it acceptable. In effect, a rounded and satisfactory Philosophy program can only be offered by making extensive and persistent use of underpaid contractuales and PCIs. This is not satisfactory. The Panel notes that while contractuales and PCIs liked the Department, they resented their treatment by the University.

The Panel believes that eight should be established as the minimum faculty complement for the Department, and that two additional regular appointments should be approved in the near future. Cross- and joint appointments may be useful in certain specific circumstances, but should not be viewed as substitutes for regular appointments. In particular, the Panel thinks that an appointment in the philosophy of science is sufficiently important that it should be wholly within the Department of Philosophy and not shared with the School of Business, as had been discussed. We also want to emphasize that Dr. John Scott **must** be replaced when he retires in 2008. The Department has a single staff member, Ms. Jennifer Dawe. She is evidently highly regarded by faculty and students, and she expressed satisfaction with her job.

Recommendation 12: A position in Ancient Philosophy must be guaranteed on Dr. John Scott's retirement in 2008.

6. University Support

On the whole the Department of Philosophy receives equitable and adequate resources from the Faculty of Arts and the University at large.

The Department describes its library facilities in Memorial's Q.E.II library as 'good'. In its attempt to maintain a solid and balanced collection of primary texts and fundamental journals (totaling 318 after all the serious cutbacks over recent years) the Department enjoys very strong support by the Head of Collections. The Head of Collections is optimistic about the future enlargement of Philosophy holdings in the context of the steady (and potentially increasing) budget for the acquisition of books. If the need be the Interlibrary Loan service functions very well in the consortium of Atlantic Libraries. The small Departmental library (in the Kieft Room) was unanimously praised by both the faculty and the students.

The same cannot be said about its space facilities. The Department's self-study lamented the absence of common space available to its faculty and students, and argued that this constituted a serious disadvantage. We heard the same complaint in our meetings. There is, we were told, no place where faculty and students can interact in an informal manner - no lounge, no coffee shop, no common room. This, of course, is a problem, which confronts the whole Faculty of Arts. The Panel endorses the Department's complaints on this score, and hopes that the administration may see fit to provide not only Philosophy, but all Arts Departments, with suitable and proper facilities.

Our tour through the Department's premises revealed the following immediate needs:

(i) There is a patent need for an extra room for graduate students. The only available room is too crowded by the current cohort of 7 graduate student. It provides access to computers and the Internet, but no more than a couple of students can comfortably work there at a time. In their effort to alleviate this overcrowding, one of them reported that he had to take his work to the Kieft Room which is used regularly by the undergraduate students. The present Graduate Room should be refurbished with new furniture.

(ii) The same problem of overcrowding arises in the case of the room housing the three sessional instructors providing vital assistance to the Department in its delivery of undergraduate courses.

(iii) A new workstation should be purchased for the Departmental secretary whose invaluable services to the Department have been unanimously praised by both the faculty and the student body.

Recommendation 13: It is imperative that any free(d) space in the University buildings and made available to the Faculty of Arts be distributed equitably among all the Departments so that they can provide adequate space for graduate students to pursue their studies and perform their roles as teaching assistants.

7. University and Community Service

The Panel was impressed by the manifold services provided to the University and the larger community by this relatively small but extremely resourceful and hardworking Department. It stems from its conviction that the practice of philosophy is an essential component of the

university's mission. The long list of its contributions to the University includes a significant number of the 'Research/Writing' courses (at the 1st and 2nd year level), a substantial contribution to the Master of Philosophy in Humanities program (in both lecturing and supervision), a number of cross-listed courses to other Departments in the Faculty of Arts, both a web and real-time courses in Health Ethics (for the Faculties of Arts, Nursing and Pharmacy), the Diploma in Applied Ethics (for all students), and several others.

8. University Citizenship

Our discussions with the contractual and per course instructors echoed very much the overall feeling of happiness and satisfaction of working in the congenial and accommodating Department. Mutually, the comments by the tenured faculty were highly positive and laudatory regarding the quality of the service provided by them. All of the sessionals have excellent philosophical training and have been invaluable in allowing the Department to provide a full program at levels of the curriculum.

The only dissonant cord sounded ok in their reference to "the parsimonious / non-existing support by the University". The Panel acknowledged their plight what regards the status of 4-month contract appointees (versus that of those with four or eight-month contract appointees) and their modest pay (versus the substantial saving by the University).

In view of all the extensive and highly visible services provided by the Department of Philosophy to the Faculty of Arts and the University, the Panel was struck by the critical comments regarding the current University's Strategic Research Plan. In its four Thematic Research Area (Oceans and Coastal Studies, Industrial Development and Environmental Sustainability, Health, North Atlantic/Newfoundland & Labrador Studies) there is no reference to the larger context of Philosophy which surely situates all the above in the larger context of its enquiry and leaves thus its practitioners with a strong feeling of marginalization. The logical place for Philosophy would be under the Humanities but the Strategic Research Plan does not leave much space for them (only Cultural History, Archeology and Textual Studies are mentioned); also, only a few selected disciplines of Social Science are mentioned (Socio-Economic History, Linguistics). This anomaly should be rectified by recognizing the fifth Thematic Research area called simply Humanities and Social Science. An appropriate action to achieve this aim should be taken at the Faculty and University level.

Recommendation 14: An appropriate action should be taken toward rectifying the anomaly in the Current Strategic Plan by acknowledging the importance of the role of the Humanities and Social Science under their own title as the 5th Thematic Research Area.

9. Summary of Recommendations

1. The permanent faculty complement of the Department should not fall below the number of eight (8) which the Panel views as a critical mass for its normal functioning.

2. The Department has a strong case for two additional permanent positions. In the Panel's view these two new positions will allow them to consolidate what they have at present time and lay firm foundations for the future development.

3. Undertake without delay a thorough review of the undergraduate curriculum, which will serve to articulate the strengths of the Department's undergraduate program. Desired outcomes include having a program that attracts and retains more undergraduate students to philosophy, finding ways to enable more permanent faculty resources to be moved back into the lower level courses, and streamlining the curriculum.

4. Eliminate from the calendar those courses which are deemed 'inactive' and which have neither been taught for several years nor are likely to be offered in the near future.

5. Develop and introduce a first-year course in Critical Thinking.

6. Review the current practice of offering multiple small sections of two first-year introductory course and one second-year introductory course.

7. Consider making both PHIL 2701 and PHIL 2702 required courses for Philosophy majors, joint honours, and honours students.

8. The Administration at MUN should provide much improved funding to its Faculty of Graduate Studies in order for Departments to remain competitive for the best graduate students.

9. The Department should undertake a review of the MA program and especially the thesis requirement, with a view to making completion of the program in one year more nearly the norm. The distribution of required courses should be reconsidered and perhaps adjusted, and the requirement of a formal thesis should either be replaced by that of a senior research paper, or better defined and accompanied by a reduction in the number of courses required. Desired outcome include a more streamlined course of study, a clarification of the requirements for satisfactory thesis or senior research project, and above all, an improved completion rate.

10. In order to position itself for the possible development of a PhD program, the Department should be encouraged first to develop a stronger research profile in the area of its expertise. It also needs to ensure that it is able to provide a balanced program, and in order to consolidate its

existing strength in connecting the history of philosophy with systemic issues in epistemology, metaphysics and ethics, is encouraged to consider the need for bolstering its faculty resources in broadly analytic philosophy.

11. Members of the Department should be encouraged to continue to apply for external grants such as SSHRCs; but with no expectation that they will not be able to be productive researchers

in the absence of such grants.

12. A position in Ancient Philosophy must be guaranteed on Dr. John Scott's retirement in 2008.

13. It is imperative that any free(d) space in the University buildings (and made available to the Faculty of Arts) be distributed equitably among all the Departments so that they can provide adequate space for graduate students to pursue their studies and perform their roles as teaching assistants.

14. An appropriate action should be taken toward rectifying the anomaly in the current Strategic Research Plan by acknowledging the importance of the role of the Humanities and Social Science under their own title as the fifth Thematic Research Area.